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OPEN JOURNALS IN EDUCATION

What Does Reflection Look and Feel Like for International Students? An Exploration of Reflective Thinking, Reflexivity and Employability

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ABSTRACT

Reflection, reflective thinking and reflexivity have received significant attention in the scholarly literature on higher education yet there is limited research that explores these concepts in relation to international students. This paper consequently explores what reflection and reflective thinking might look and feel like for international students. We theorize the importance of supporting international students in becoming reflexive practitioners in their chosen area of study; particularly in respect to graduate attributes including reflection and employability. The paper attends to this theorization by sharing Rodgers' (2002) four functions of reflection, a reflective thinking model – the 4Rs – as well as Archer's (2000, 2012) notion of reflexivity. We explore how higher educators might consider these frameworks comprehensively when working with international students particularly in the area of workplace experience.

Keywords: reflection, reflective thinking, reflexivity, international students, employability

Reflection and reflective thinking are consistently acknowledged as being essential for personal and professional growth (Korthagen & Vasalos, 2005; Moon, 2013). In the higher education context, this is specifically important for students throughout their professional studies as well as upon graduation for employability (de Schepper

& Sotiriadou, 2018). While there is significant scholarly literature exploring reflection in higher education there is limited research on how reflection might look and feel for international students (Barton & Ryan, 2017). Given international students are likely to have diverse cultural and social perspectives on learning, reflection may also be understood and enacted differently. Starr-Glass (2017) cautions against generic labelling of international students as a homogenous approach may ignore diverse perspectives and needs. Reflective practices for learning can enable a deep intercultural engagement whereby international students can consider their own backgrounds, experiences, perspectives and needs in relation to the contextual emergences of the institution and country that they have joined (Barton & Ryan, 2017).

In this paper we define the notions of reflection, reflective thinking and reflexivity within diverse sociocultural contexts. We theorize these concepts by asking what does reflection look and feel like for international students? And how can this information be considered by higher educators when working with international students, particularly in the areas of work placement and employability? We then share data from interviews with international students who have undertaken work placements in a range of contexts. Findings show that international students often face adverse circumstances that are specific to their cohort and therefore approaches to learning and teaching, including reflection, must be culturally-appropriate and -responsive. Further, we share how international students tend to reflect on practice in varied ways including seeking assistance from other international students, their friends and families back home, as well as by implementing different approaches to their studies to ensure success in their desired goal of employment (Garrett, 2014). We argue that if higher educators are made aware of these distinct differences and learning needs, then the challenges international students face may be overcome through effective reflective practice. A number of recommended strategies are shared to support higher educators in this work.

REFLECTION AND DIVERSITY

Reflection at a broad level, has been acknowledged as being difficult to define perhaps because it can have multiple purposes. Reflection for learning has been variously explicated from different perspectives and disciplines (see Boud, 1999; Ryan, 2013), but at the broad level, the definition we suggest as the most generative for international students' learning in higher education includes two key elements 1) making sense of experience in relation to self, others and contextual conditions; and importantly, 2) reimagining and/or planning future experience for personal, professional and social benefit. This definition reflects the belief that in order for international students to transform their learning and employability potential, they must engage in reflection that accounts for a rigorous examination of their beliefs and practices in relation to community, culture and professional futures. Using Rodgers (2002) four functions of reflection we highlight how students from different countries might think about each process. We draw on relevant literature in doing so.

Reflection as a meaning-making process for international students

International students undergo a multi-socialization process (Barton, Hartwig, et al., 2017) as they are required to socialize into a new country – which brings a range of unique cultural norms - a new university context, which can be quite different to their previous experience in the higher education sector - and a new work place environment. Such complex conditions can impact greatly on students' capacities to reflect. Reflection may be expressed differently depending on people's cultural and linguistic backgrounds as prior experience impacts on the ways in which we understand and deliberate about how and why we do things. Additionally, many scholars and practitioners have emphasized the important role reflection, and in particular self-reflection, plays for international and cross-cultural work and understanding (Furman, Coyne & Negi, 2008; Taylor, Ryan & Pearce, 2015). For example, Komins and Nicholls (2003) found reflection within diverse contexts allows deeper empathy towards others through a process of understanding "cultural and social realities other than one's own" (as cited in Schuldberg et al., 2012, p. 22). Others have also found that reflection assists with breaking down prejudices and resistance to cross-cultural educational practices (Khalili, Orchard, Spence Laschinger, & Farah, 2013). Reflection and reflective practice therefore, can be utilized to support students in understanding themselves, others and contexts, however, as a process, it can be executed differently.

An intercultural approach can take into account these differences so that multiple approaches to reflection and subsequent reformation of practice can happen within learning and work placement contexts. McAllister, Whiteford, Hill, Thomas and Fitzgerald (2006) offer a critical incident approach to enable higher education students to focus on a "continuum of intercultural learning" (p. 377) that explores key concepts of culture shock, challenging stereotypes, personal coping strategies and negotiating intercultural communication. Interculturalization is particularly important in work place components of students' programs. Not only do university staff need to consider and embed intercultural perspectives through a reflective process (Taylor et al., 2015) but so too, do work place staff. Of course, international students also need to participate and socialize into the work place environment by reflecting on the ways in which they engage with their mentor or supervisor/s but also their own practice in the quest to becoming work ready and employable.

In order to make and connect meanings in their specific learning contexts, international students can be explicitly taught how to reflect. Ryan & Ryan (2015), building on Bain, Ballantyne, Mills and Lester's (2009) work, outline how the 4Rs of reflective learning: reporting/responding, relating, reasoning, reconstructing can be a useful scaffold in higher education. These levels increase in complexity and move from description of, and personal response to, an issue or situation; to the use of theory and experience to explain, interrogate, and ultimately transform learning and practice. They suggest that the content or level of reflection should be determined by the problems and dilemmas of the practitioner. Using this framework, international students can be taught to *notice* (Rodgers, 2002) and deliberate about aspects of their own and others' learning and practice. They should be encouraged to form an opinion or have an initial emotional response to an issue or incident that is relevant to their

discipline, the professional field or the learning space (reporting/relating). Self-dialogue can compare and contrast reflective, retrospective and prospective considerations (Ryan, 2015). Identifying and recounting incidents seems easy enough to do, however, it is crucial that the reflection has a clear focus if one intends to improve practice. An important part of making meaning through reflection is drawing on personal experiences (after Dewey, 1933) in relation to similar issues or contexts (relating). Students make connections with their skills and knowledge thus far, along with their values and priorities, and how these relate to the values and priorities of other stakeholders and of society more broadly. They can then begin to determine whether they have the skills and knowledge to deal with the issue (reasoning), whether to consult others or access resources and how to plan a way forward (reconstructing).

Reflection as a rigorous way of thinking for international students

Reasoning is a key element of the process of reflection that reduces an intellectually rigorous analysis of the context, the issue, and possible impacting factors. Ways of working within the discipline and the profession will determine the types of evidence or analysis that should be undertaken, and students' choice of evidence should demonstrate their knowledge of the discipline and the specific subject matter (Kienhues, Feucht, Ryan, M., & Weinstock, 2017). Opportunities to explain and discuss are useful strategies for students to examine different possibilities and sometimes consider ethical implications. Volet (2004) argued the importance of fostering critical reflection skills for international students so they can engage in one of the fundamental outcomes of a university education – engaging in social debate and critical thinking. This, she explained, opens up discourse related to the diverse nature of knowledge and alternative perspectives, ultimately addressing the distinct student and staff cohorts in higher education contexts.

Attention to epistemic cognition is a way to ensure rigor in reflective thinking. Epistemic cognition involves a process of individuals determining what they know as opposed to what they believe or distrust (Greene & Yu, 2016; Lunn Brownlee, Ferguson & Ryan, 2017). Further, Chinn, Buckland and Samarapungavan, 2011 point to the importance of knowledge, its sources and justification, belief, evidence, truth, understanding, and explanation as part of the rigor of knowing and thinking. Lunn Brownlee, Ferguson and Ryan (2017) argue that explicit reflection on epistemic beliefs can enable students and teachers in higher education to more rigorously justify their knowledge, their understandings and how they might apply these in different contexts.

Rigorous reflective processes should not be left to chance. It is not always clear to students why they have been successful (or not) in learning tasks, or whether particular choices are effective (or not). An understanding of how students learn in different ways is paramount, and part of this understanding relates to helping students to understand themselves, their epistemic cognitions and how they learn. In this way, they can become self-analytical and independent learners as they move from higher education into the profession (Ryan, 2013; Sadler, 2010). Self-analysis in a learning situation requires a number of skills and capabilities. First, it is necessary to have an

understanding of the requirements of the task and the requisite knowledge to complete it. Second, the implications of one's own investment in the task, including emotional investment is integral. Third, one must possess the ability to recognize or judge what constitutes reliable knowledge (Chinn et al., 2011) and quality in this particular context. Fourth, an understanding of the discourse of assessment feedback is an oft-forgotten yet crucial aspect of learning in formal educational settings (Ryan, 2015). These capabilities can be made visible (and can be targeted by teachers) through critical reflection as part of the learning cycle. Sadler (2010) argues that we need to provide students with substantial evaluative experience not as an extra but as a strategic part of the teaching design.

Reflection as being important in and for community

In unpacking reflection in community more thoroughly, Rodgers (2002) revisits John Dewey's notion that effective reflection for, and with, community purposes requires one to get outside of an experience and see it as another would see it. This aligns with Hunter, Pearson and Gutierrez's (2015) idea of interculturalization as a process where you think about others first, yourself second. For international students this process is critical – to ensure that they consider their own knowledge, experience and learning in relation to the learning community and its social and cultural functions. Community can be conceived of in different ways for international students: It includes the social and cultural community of the host country, the community values and practices of the specific university, and the ways of knowing in the disciplinary community in the student's area of study.

Freebody, Maton and Martin (2008) argue that the ways of working within disciplines will vary according to key topics, social and cultural functions, and the ways in which knowledge is generated and represented. These values and philosophies about how knowledge is generated (Kienhues et al., 2017), its purposes and cultural functions, also determine the kinds of 'texts' that are consumed and produced and the type of reflective activity that is valued. Moje (2008) argues that students should learn how to enact particular *identities* in different disciplines. She suggests that teachers need to provide opportunities for students to develop meta-discursive skills, whereby they not only engage in the different discourse communities of the different disciplines, but they also know how and why they are engaging and what those engagements mean for them and others in terms of social positioning and power relations. This is particularly pertinent for international students in professional contexts, which are steeped in particular disciplines and which prioritize particular types of knowledge, skills and relationships.

Reflection as a set of attitudes for international students

Lifelong learning is transformative, that is, it involves a weighing up of frames of reference and assumptions (including one's own) and being open to changing one's perspective or ideas (Mezirow 2006). Given that our frames of reference are continually and rapidly changing, there is no longer a blueprint from the past or from others that we can reliably draw upon to guide future actions (Archer, 2012). The

changing relationship between social structures and culture, that is, they are both changing and being changed by each other, means that we are now in a time of unprecedented contextual incongruity where variety produces more variety (Archer 2012). Individuals are faced with multiple possible pathways, choices and outcomes. For example, students decide how much effort they will put into an assignment, based on how interested they are in the subject matter, how well they understand the task, how many other assignments they have, how much time they have available, how much the task is worth to their overall grade, what they know about the marker and so on. Students have choices within the structures of university policies and procedures, but of course these policies and procedures also shape choices around assessment. Students deliberate about their learning journey constantly but may not be conscious of how and why they make decisions and what cultural, professional or disciplinary knowledge they may be missing (Ryan, 2013). Making these deliberations more visible and self-conscious, can lead to more effective decision-making and the capacity for lifelong learning. Lifelong learning is not just a process; it is also an attitude to ongoing improvement. The key to successful strategies for lifelong learning is to provide well-scaffolded opportunities for reflective thought and reflexive learning. These opportunities optimally include identifying issues or concerns, weighing up their importance and the reliability of one's knowledge and skills to deal with them, reasoning about the implications of particular actions (using various forms of evidence), and deciding on the most appropriate course of action which is both satisfying and sustainable. If higher education teachers include explicit reflective dimensions in learning and assessment which foreground ongoing self-analysis, students are more likely to be able to diagnose issues and improve learning (Lunn Brownlee et al., 2017). Well-designed reflective opportunities should involve demonstration and application of disciplinary and professional knowledge, but with added expectations of adaptability and agility necessary for the professional context.

WHAT REFLECTION LOOKS AND FEELS LIKE FOR INTERNATIONAL STUDENTS IN RELATION TO WORK PLACEMENT

In this section of the paper we share data from a large-scale research project about international students and work placement (2014-2016)[1] and an extension study that focused on international students' volunteering experiences in various work places (2018-2019)[2]. The aforementioned study known as the *Work Placement for International Student Programs* (WISP) project aimed to investigate what international students experienced before, during and after workplace experiences in their studies. The project included international students in the fields of Business, Education, Engineering, and a range of health professions including Nursing, Occupational Therapy, Psychology and Speech Pathology. Across the three years of

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the project over 80 international students, 20 work place supervisors and 45 university staff responsible for work placement participated in interviews and close to 300 international students answered a survey. The second study, *International Volunteers Australia* (IVA), involved 12 international students undertaking a short volunteering experience in business and education with local industry partners. The aim of this study was to identify how these volunteering experiences assisted international students in becoming workplace ready for more formal professional experiences in their study programs.

For the purpose of this paper, we have used both deductive and inductive thematic analysis strategies when analyzing international student interview data. The analysis aimed to identify the role reflection played in their discussions about work placement and volunteering in different workplaces. The initial analysis involved identification of common themes revealed across all data. According to Braun and Clarke (2006) "a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set" (p. 82). In relation to the deductive thematic analysis we identified what level of reflection the students used from a re-adapted version of the 4Rs model of reflection (Barton & Ryan, 2014) when discussing each theme. This allowed us to detail what aspects and types of reflection were important for international students in differing circumstances. Our analysis revealed the following areas of interest and concern at the forefront of international students' experience and thinking: financial situation, cultural and language differences, and areas or lack of support. We explore each of these in detail as well as comment on the levels of reflection undertaken by the students.

Financial aspects

Overwhelmingly, international students indicated the financial challenges when undertaking study in overseas locations. They would often *report* on the challenge of having to work either part-time while studying, even during work placement blocks. This meant that some students were attending work placement during the day for up to 9 weeks and working in the evenings to ensure they still had an income. Such a situation put enormous pressure on international students. They *reported* being extremely tired, especially if they had long travel times to their work place environment. Ishmael for example noted:

> *I have been so busy that I haven't been able to buy groceries so I am living on 2 minute noodles at the moment. I mean, I guess if I was home I would have friends and family supporting me but here I have to do everything myself…The travel time is really impacting as I have to leave home at 6am and don't get back until 8 or 9 at night.* (Ishmael, Psychology student)

John also noted the difficulty of having to plan for their professional experience while at the same time having to support themselves during the block period, often up to 6 full-time weeks, in schools.

> *It's just harder for financial reasons. It costs a lot of money when you're an international student…and during the prac I needed to earn some money. So it's really hard because you have to plan the lessons for the day after, but you also have to work* (John, Education student).

In addition to the financial hardships faced, international students consistently *reasoned* that it was important to complete their work placement as they *reported* on their strong desire to find work in Australia post-study. They *reasoned* about their choice to study overseas with the goal of gaining employment but also *related* this goal to the difficulties associated with money, visa restrictions, and racism.

> *I wanted to study in Australia as I want to work here after finishing. I have tried to get some employment but it is really difficult. I think people don't like having international students working with them. I don't know – maybe it is because of our accents or the fact that we may not be able to stay here after study as it is difficult to get working visas.* (Sunil, Business student)

Considering the financial circumstances of international students, three levels of reflection were undertaken – reporting, relating and reasoning. There was no evidence of the students reconstructing this situation, which is understandable given they were mostly supporting themselves financially through the study. While domestic students may have a similar outcome it is important to recognize that international students do not have access to financial support through agencies such as the Australian government's Centre Link.

Cultural and language differences

Many of the international students mentioned issues pertaining to cultural and/or language differences. It is important to note that not all of the international students interviewed were English as Second Language (ESL) learners. In fact, some students were from English speaking countries and others were multi-lingual with English being an additional language (EAL). A predominant experience of the international students was related to the ways in which work was carried out in professional contexts. The students commented how this was often different to what they had either experienced back home or what they expected it to be like.

> *I was working in healthcare in [my own country] and we had very different ways of working with patients. I feel like my prior knowledge is not taken into account at all. I know a number of natural healing procedures for example, that just would never be used in Australian hospitals* (Nim, Nursing student)

> *We would never allow some of the behavior I have seen in classrooms here on my prac. I feel our teachers are much more stricter. I also did not know*

much about group work but I have learnt much more about this here in Australia. (Ying, Education student)

Nim was able to *relate* her experience to her prior knowledge back in her home country. She was also able to *reason* that her knowledge was not valued or drawn upon in her clinical placement due to different approaches in nursing education and health care in Australia. Ying also was able to relate her experience in the classroom to her own experience as a school student. She was able to *reason* that despite the behavioral issues faced in the classroom she also learnt about different pedagogical approaches to teaching.

In regard to language differences some of the students shared that they knew that people sometimes did not understand them due to their strong accents. Some were even trying to disguise these accents when in working conditions.

> *I was only Asian in the staff room so maybe you can imagine that in all female and I was only Asian. So I feel like I was excluded from the conversation but I would still feel welcomed if they asked for my opinion. Yeah, that was the thing, being an Asian and being a non-native English speaker so that was hard, just to fit in.* (Mary, Education student)

> *It's really hard for me and you know, the way they talk to each other and also because it's not just the language problem. Instead of planning lessons, giving lessons, teaching strategies, you need to also know things outside around school. I know the students find it hard to understand me because of my accent so I have been practising Aussie slang.* (Harry, Education student)

Another issue related to language was the specific vocabulary related to the professional work in which the students were immersed during work placement. For Sunil, a business student, the language related to accounting was sometimes confusing:

> *I haven't really had much experience in a company as big as this before. In [my home country] I worked in a small business that kept all its accounts on paper ledgers. We did have some computers but they didn't work that well. In this company I have to learn a lot more about what things are called and labelled etc.* (Sunil, Business student)

> *I was confused by terms commonly used in Australian schools that I didn't know such as calling the roll and put your hands up…I really needed to work on learning these terms. My supervisor was very helpful, she understood I was a student [teacher] and didn't know everything.* (Jamie, Education student)

In relation to how reflection looks and feels for international students with cultural and language differences, students were able to reflect at all levels to face challenges.

The volunteering participants were also able to highlight how sometimes their skills and difference benefitted the place where they helping out.

> *My host has been really lovely and asked me to help them out with their [home country] clients. Because they can't speak the language I was able to communicate effectively with these clients which, my host, said brought them more money. I felt really good about myself then.* (Lily, Business student)

Areas or lack of support

The international students often indicated that they found it hard to know where to find support in Australia. In another study we found that effective communication was a major contributing factor to international students' success in work placement. Even though international students knew about support mechanisms at university they often did not utilize them when on work placement.

One student mentioned they always wanted to call their family or friends back home but the time difference was not convenient. It meant that she had to stay up into the early morning hours if she needed help and then wake up early to go to work placement. This put more pressure on her, being tired all the time.

In Speech Pathology the students noted how important it was for them to be able to talk to each other. This occurred whether they were in the same work context or different work places. They had scheduled a regular weekly catch up so that they were able to reflect on their time and offer each other support if needed.

In relation to host supervisors the international students had mixed experiences. Some students were very upset about their experiences and said their host supervisors were very unsupportive. William, an education student, *reported* that his first mentor teacher would "*just let them get away with it. Students would say to each other and the teacher, "Shut up c***" and then the teacher would say, "Okay, I don't care".* For William this was distressing, and he related and reasoned that: "*Maybe that is [the school's] culture, but you can't expect us [pre-service teachers] to control and respect guys like that…I grew up in a culture where this would not be allowed or tolerated*".

In William's second placement however, he noted a strongly different situation:

> *My mentor teacher really understands me and helps me a lot… she doesn't judge me in terms of my English language but helps me to get my grammar and spelling right"* and *"For me it is difficult to think of the terms, say for Renaissance music, in English—sometimes these words don't exist in Chinese… I have to work hard at this and my teacher and my university lecturer really helps me.* (William, Education student)

For Danielle, a psychology student, a similar experience occurred. Her first supervisor was *'very unsupportive'*.

She said that:

> *my written skill was, according to him, not up to the standard of what he expected, so when he actually read my report he was furious to find like grammar typos… he was just like "[Danielle], this is not my job to actually correct your grammar you have to deal with that". He made a huge deal about it, and then it's not even like it's not even the content of the report itself it's just the fact that he kind of found typo here and there.*

Danielle was able to accept that she needed to work on her written communication but with her second supervisor more support was provided. Her supervisor indicated for her to not worry too much and that they would provide assistance with editing. This made Danielle feel part of the team.

> *[T]he one thing that actually find really helpful is to give me autonomy but also offer some support as well when I need, so I think I feel I think I learn more when I feel challenged but supported at the same time. In this clinical placement I felt more like a valued member of the team, not just a student from uni.*

By the end of their study programs the international students were able to articulate more clearly how their work place experiences benefited them as a professional. They were also more reflective about how supervisors and other staff or support people around them should also offer a more empathetic approach to international students, given the distinct challenges they faced.

> *Stand in my shoes and think about my problem, to think about how I feel as an international student and also a new pre-service teacher.* (Shen, Education student)

> *I learn from my mistakes. I always try to ask my supervisor how I can improve but sometimes that has been hard. Some supervisors are really supportive and practice with me. One even told me to practice in front of a mirror but then there was one who only told me I was wrong but didn't say how I can be better. I'm trying to be a reflective teacher…just trying to be the best teacher I can.* (Penny, Education student)
> *I consider myself to be a rather polite person so I didn't even have to disagree with them so I needed to only write down their answers and also I was listening…I was just listening and that's kind of the main strategy, just to listen quietly and ask some guided questions to learn more. I am always learning.* (Alena, Business student)

REFLEXIVITY AND EMPLOYABILITY

In formal education, students are generally required to demonstrate their mastery of knowledge in a way that can be graded and compared. Assessment thus relies on certainty – making a case for what you know. Reflective processes, on the other hand, thrive on uncertainty and doubt (Boud, 1999; Ryan, 2015). What is it I don't know? What are the factors that might be affecting my performance? Will this course of action work? Am I invested enough to make an effort? Who else is impacted by my decisions? Workplaces mostly require skills in negotiating the latter – uncertainty – and responding with 'in-the-moment' problem solving, levels of risk-taking and innovative solutions. In preparing students for contemporary learning and professional contexts, where digital disruption promotes rapid change, it is important for higher education experiences to be imbued with speculative reflective processes. The use of critical incidents (McAllister et al., 2006), for example, is a generative way to develop international students' reflective and intercultural competencies, particularly in work places.

When students are able to draw on new repertoires and skills to inform their deliberations and to take action that produces benefits for self and others, they are more prepared for changing work places. Importantly, for learning to produce ongoing benefits for both the learner and their work or study environment, it must involve reflexivity as a necessary condition of active engagement. Mere exposure to content fails to instill a form of learning that prepares individuals for a world where knowledge and skills must be constantly evaluated, analyzed and revised for the demands of uncertain situations (McGuire, Lay, & Peters, 2009). Reflexive learning processes (Archer, 2012; Grossman, 2008) include: (i) recognizing issues or critical instances (McAllister et al., 2006); (ii) reflecting on one's capabilities and desires in relation to the issue; (iii) weighing up contributing social structures; (iv) thinking creatively and critically about the issue (Barton & Ryan, 2014); (v) making informed decisions; and (vi) taking appropriate action. These processes can be made visible and can be modelled and practiced at university to enhance students' reflective thinking and reflexive capabilities. These capabilities can be supported in different ways to suit different students, different contexts and different purposes.

CONCLUDING THOUGHTS

Throughout this paper we have identified the need for higher educators to consider how reflection, reflective thinking and reflexivity might be different for international students given their prior experience in their home countries and other contexts. We argued that reflection is important in making sense of oneself in relation to others as well as contexts in which we study and work. It is also integral for us to be able to reimagine or plan personal, professional and social experience whereby all may benefit. Considering reflection for and with international students has potential for their domestic counterparts, higher education staff and others to further understand what international students may face during their time as a student overseas.

Our research has shown that international students are able to work through all levels of reflection from reporting, relating, reasoning and reconstructing when they face positive environments in the workplace. However, students tended to only report and reason when things were not going so well. This could mean that international students' ability to reflect clearly and deeply when stressed was inhibited. We do acknowledge this could also be the case for domestic students so further research could include a comparative study between international and domestic students.

It is clear that international students face distinct challenges, particularly in relation to work placements and that regular reflection is required to ensure success. Rodgers' framework as well as Archer's concept of reflexivity both provide an effective way to consider how we, as higher educators, might support international students during their study. The literature reveals that international students often aim to work in countries other than their own, so ongoing reflection is critical in meeting this goal.

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